

**Grade 1 Math: Weeks 13-18 November 19- January 11
2012-2013**

| Standards | * | Lessons | Teacher Notes |
|--|--------|---|--|
| 1.OA.1- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Learning Target: I can solve addition and subtraction word problems within 20. | ▶ | <i>To address KCAS, the following should be included in instruction:</i> Math Investigations: Unit 6 Sessions: <ul style="list-style-type: none"> 1.1-1.7, 1.8A, 1.8B 2.1-2.5, 2.6A 3.1-3.8 Unit 8 Sessions: <ul style="list-style-type: none"> 1.1-1.2, 1.3A GAP LESSONS <u>1.OA.5</u> <u>I Have... Who Has</u> <u>1.NBT.3</u> <u>Comparing Two-Digit Numbers</u> | KCAS Note: 1.OA.1 - Students should continue to represent word problems with equations. |
| 1.OA.4- Understand subtraction as an unknown-addend problem. <i>For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.</i> Learning Target: I can solve subtraction problems by finding the missing addend. | ★ | | KCAS Note:, 1.OA.4 - Gap lessons for these standards are provided in the following units: <ul style="list-style-type: none"> 1.NBT.1: Weeks 1-6 1.OA.4: Weeks 25-30 |
| 1.OA.5 - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Learning Targets: I can count on to add. I can count back to subtract. | ★ ▶ | | |

*Standard Progression

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| <p>1.OA.6- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Learning Targets: I can add and subtract within 20.</p> | ★ | <table border="1"><tr><th colspan="2">Formative Assessment Opportunities</th></tr><tr><td>1.OA.1</td><td></td></tr><tr><td>1.OA.4</td><td></td></tr><tr><td>1.OA.5</td><td></td></tr><tr><td>1.OA.6</td><td></td></tr><tr><td>1.NBT.1</td><td></td></tr><tr><td>1.NBT.3</td><td></td></tr></table> | Formative Assessment Opportunities | | 1.OA.1 | | 1.OA.4 | | 1.OA.5 | | 1.OA.6 | | 1.NBT.1 | | 1.NBT.3 | | <p>KCAS Note: 1.OA.6 - In order to meet this standard, students should record their strategies and use an equation to represent their work.</p> |
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| Formative Assessment Opportunities | | | | | | | | | | | | | | | | | |
| 1.OA.1 | | | | | | | | | | | | | | | | | |
| 1.OA.4 | | | | | | | | | | | | | | | | | |
| 1.OA.5 | | | | | | | | | | | | | | | | | |
| 1.OA.6 | | | | | | | | | | | | | | | | | |
| 1.NBT.1 | | | | | | | | | | | | | | | | | |
| 1.NBT.3 | | | | | | | | | | | | | | | | | |
| <p>1 .NBT.1- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>Learning Target: I can read and write numbers to 120.</p> | ▶ | <p>Vocabulary equation, addend, sum, difference, decompose, equivalent, equal to, greater than, less than, addition, add, putting together, adding to, counting on, making ten, subtraction, subtract, taking apart, taking from, unknown, compare, ones, tens</p> <p>http://www.amathsdictionaryforkids.com/</p> | <p>KCAS Note:, 1.NBT.1 - Gap lessons for these standards are provided in the following units:</p> <ul style="list-style-type: none">• 1.NBT.1: Weeks 1-6• 1.OA.4: Weeks 25-30 | | | | | | | | | | | | | | |
| <p>1.NBT.3 - Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>Learning Target: I can compare two two-digit numbers using $>$, $=$, and $<$.</p> | ▶ | | | | | | | | | | | | | | | | |

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